LESSON PLAN

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| Teacher: | Shannon Evans | |
| Grade Level: | **pre-k** |  |
| DATE: | 9/26/2014 | |
| Subject/Topic(s): | Math. Counting and subtraction. | |

# ***PA Common Core Standards***

***Referenced from*** <http://www.pdesas.org/> ***for PA State approved academic standards (Grade-specific Numbers & Descriptions)***

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| CC.2.1.PreK.A.2-Count to tell the number of objects.  CC.2.2.PreK.A.1-Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |

## Objectives

***Objectives correspond with PA State Common Core Standards listed above (SWBAT…)***

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| Students will be able to count to tell the number of objects.  Students will be able to understand subtraction as taking apart and taking from. |

***Lesson Introduction: (5-7 min)***

***(Activate background knowledge & set purpose)***

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| I will read the book “How Many Snails?”, by Paul Giganti to strength the idea of counting to the students. I will then introduce the math game I will have them play to reinforce the idea of counting. |

***Activities/Procedures: (25-30min)***

### Lesson Plans are conducive to student achievement and focus on PA State CC standards and objectives

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| I will first introduce the game. The game consists of a mouth shaped piece of paper, dinner mints for teeth, and dice. Each student has a mouth, with 20 teeth on each mouth. The object of the game is to remove all of the teeth from your mouth. The students will take turns rolling the die, and whatever number they get will be the number of teeth they remove from their mouth. Whoever removes all of the teeth from their mouth wins. I will break the students into pairs, and I will have them play the game. We will move on when each pair has a winner. |

***Closing& Assessment: (5-7 min)***

**(Restate purpose & assess comprehension; met objectives?)**

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| To assess if the students are able to count to tell the number of objects and understand that subtraction means taking away from, I will gather the students together and show them pictures of different objects, all having a different amount of objects in each object group. I will have the students tell me how many objects are in each group. For example, I will show a picture of 6 cats. I will then show a picture of 4 cats. I will have the students tell me how many cats were in each picture and which picture had more cats. |

***Assessment Procedures:*** *(check all that apply)*

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| Formative | | | | Summative | | | |
|  | Guided Practice |  | Participation |  | ***Unit/Chapter Test*** |  | PSSA Type Questions |
|  | Enrichment |  | PSSA Type Questions |  | ***Oral Presentation*** |  | Notebook Check |
|  | Homework |  | Notebook Check |  | ***Research Project*** |  | Authentic Assessment |
|  | Group Work |  | Authentic Assessment |  | ***Technology*** |  | Other: |
|  | Rubric |  | Other: Game |  | ***Rubric*** |  |  |
|  | Independent Practice |  |  |  | ***Portfolios*** |  |  |

## Materials/Resources

### List of resources used and incorporated into activity and assessments, attach any teacher made materials and/or worksheets

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|  | Text Book: |  | Other: Mouth shaped paper  Dinner mints  Dice  “How Many Snails” by Paul Giganti |
|  | Graphic Organizer/Handouts(s): |  |  |
|  | Technology: Powerpoint |  |  |
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***Accommodations***

*(IEP/Child specific)*

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***Differentiated Instruction***

*(Easier/Support & Harder/Enrichment)*

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| To make the game easier, reduce the number of teeth the students have to remove. | To make the game harder, increase the number of teeth the students have to remove. |
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***Notes for the Substitute***

In accordance with Neumann University educational guidelines for emergent teachers please describe how the following INTASC Principles were reflected in your lesson plan and the delivery of the lesson.

**INTASC Principles**

**Interstate New Teachers Assessment and Support Consortium**

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| **INTASC 1: Making content meaningful** |
| * The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. |
| Evidence/Reflection: |
| **INTASC 2: Child development and learning theory** |
| * The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. |
| Evidence/Reflection: |
| **INTASC 3: Learning styles/diversity** |
| * The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |
| Evidence/Reflection: |
| **INTASC 4: Instructional strategies/problem solving** |
| * The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
| Evidence/Reflection: |
| **INTASC 5: Motivation and behavior** |
| * The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. |
| Evidence/Reflection: |
| **INTASC 6:** **Communication/knowledge** |
| * The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| Evidence/Reflection: |
| **INTASC 7:** **Planning for instruction** |
| * The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| Evidence/Reflection: |
| **INTASC 8**: **Assessment** |
| * The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |
| Evidence/Reflection: |
| **INTASC 9:** **Professional growth/reflection** |
| * The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| Evidence/Reflection: |
| **INTASC 10:** **Interpersonal relationships** |
| * The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. |
| Evidence/Reflection: |